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ABSTRACT

Cultural and linguistic diversity is increasing, and ESOL (English speaker of other languages) students are often at risk for academic failure. School boards' and administrators' legal and fiscal decisions should be based on valid research and detailed accounts of effective programs. Chapter 1 considers the history of structural responses to ESOL students. Chapter 2 outlines the task of learning a new language and teacher assessment. The book then provides sketches of legal developments. Chapter 4 analyzes the controversy about the language of instruction. Following this, generic programming models, including their strengths and weaknesses, and a detailed description of one effective model, are presented. Chapter 6 discusses the importance of reaching out to parents and the community. Next, the actual process of developing a program and related mandates and statutes is explored. Chapter 8 discusses the responsibilities of the ESL program administrator, and the preparation of teachers and support staff. The book closes with a list of key Web sites and a list of state and local resources for administrators. Appendices include studies comparing bilingual to structured immersion programs, a state-by-state contact person list for ESL mandates, stages of English acquisition, a program design checklist, various sample forms, a glossary, and a list of questions parents of ESOL students should ask about a program. (RT)